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Bob Hope dons fireman's hat which he later presented to Arthur Fiedler (right). Mrs. Newell looks on with amusement.
photo by Sasha Norkin '75

Bob Hope and Arthur Fiedler Star in benefit for Wellesley

by Sharon Collins '77

A septuagenarian and an octogenarian clowning around together in front of a full house at Symphony Hall in Boston? Who else but Bob Hope and Arthur Fiedler, appearing together in a benefit program for Wellesley College. Proceeds from the Margaret Clapp Library Building Fund and a Wellesley-in-Boston and Wellesley-in-Los Angeles Urban Politics Summer Internship Program for undergraduate Wellesley students.

The Sunday evening program called "Stars and Pops" began with several numbers by the Boston Pops orchestra with Fiedler conducting. After a short intermission, Barbara Newell, President of Wellesley College, said a few words of thanks to all who made the benefit possible. Then, the orchestra began Hope's theme song "Thanks for the Memory" and Hope was greeted with a standing ovation.

In his opening monologue, Hope called Fiedler the Godfather of music. He also commented that Wellesley is an unusual college because it has 2,000 students, not one of them with a beard. He quipped, "Harvard may have a good law school, but Wellesley offers the best Biology course around!" Hope explained that his daughter-in-law, Judy Richards Hope (Wellesley '61), had asked him to do this benefit for the College. Judy and her husband, Tony Hope, are both graduates of

Harvard Law School and they practice in California. Said Hope of son and his wife: "You have to file a brief to get into their bathroom... their kids weren't born, they were subpoenaed!"

Then, Hope wryly read Ogden Nash's narrative to accompany "Carnival of the Animals" by Saint-Saens. His characteristically amused/confused/disdainful facial expressions evoked as much laughter as Nash's witty, tongue-twisting verse. Hope called the program "a family affair" and he introduced his wife, Dolores Reade Hope, as "the grandmother whom I sleep with." Mrs. Hope sang "On a Clear Day You Can See Forever," and she was presented with a bouquet of red roses by Mrs. Bellenden Hutcheson, Chairwoman of the "Stars and Pops for Wellesley Committee." Then, up popped three year old Miranda, Hope's granddaughter, who delivered ingeniously humorous dialogue like a budding comedienne.

At a press conference after the program, Fiedler presented Hope with an Arthur Fiedler watch. Hope reciprocated by presenting Fiedler with the fireman's hat which Steve McQueen wore in "The Towering Inferno". The hat was donated by McQueen's wife, Ali MacGraw McQueen, Wellesley '60 and a friend of Judy Hope's (they both lived in Tower Court during their Wellesley days).

At ten o'clock, there was a reception for all sponsors of the benefit (persons who contributed \$100 or more). Guests included Mrs. Douglas Horton, former President of Wellesley College; attorney James St. Clair and his wife; Congressman James Collins, Rep. from Dallas, Texas; and Nelson J. Darling, Jr., Chairman of the Board of Trustees of Wellesley College. Mr. Darling commented at the reception, "With this kind of support, Wellesley's Centennial fund drive

(Continued on page 2)

WBS goes FM

In an attempt to fulfill its goal of improved communications within the college community, student radio WBS will offer FM programming next year in addition to its regular operations, heard at 640 KHz AM. The addition of the FM facility will provide higher quality reception and an expanded broadcast radius that will include the greater Wellesley area. Programming will include re-broadcast of college lectures and cultural events, the popular issue-oriented "Across the Great Divide" talk show, Music 103 listening shows, a TSIF Happy Hour Show broadcast at Schneider Center, and Rock, Folk, Black, Jazz, and Classical music shows.

Up-to-the-minute coverage of local and international news will be provided by AP teletype A-wire service and the WBS News Department. Also featured will be campus news including first-hand coverage of Senate action.

WBS will also offer a "Rent-A-Disco" service available to dorms and other organizations for special events or parties. Service will include a flexible sound system featuring Klipsch "La

Scala" loudspeakers, designed for theatre and commercial use. Rental fees will be used to pay off the SOFC loan granted for the purchase of the system.

General Manager for '75-'76 will be Minerva Freyre, with Station Manager Diane Paull, Program Director Melanie Ingalls, and News Directors Ann Weiss and Linda Famiglio. Membership in WBS and WBS News for '74-'75 is estimated at 70 students. People interested in working with WBS should contact Melanie Ingalls (CluBin) or Diane Paull (TCW).

In the announcement of faculty and student assignments to Trustee committees, two students were omitted who have been reappointed for '75-'76. They are Cynthia Israel, Buildings and Grounds Committee, and Elizabeth Wood, Finance Committee.

The Town of Wellesley has designated Saturday, May 10, as annual "Clean-Up Day." The emphasis this year is to be on cleaning up brooks and lakes within the town. Any students or staff interested in joining in on this project for one hour on Saturday, May 10 commencing at 9:00 a.m., should phone Ward Fearnside, 237-0397. The clean-up party will use canoes to pick up debris along the shore of Lake Waban.

Gray House converted to joint clubhouse for several student organizations; contest for name

by Mary Landergan '78

The building formerly known as Gray House where male visitors were housed will now serve as a joint clubhouse for Wellesley's Mezela, Newman, and Jewish students' organizations. The official transformation took place over spring break under the direction of Student Services. There exists a shortage of space for Wellesley student organizations, and it was decided that the house would better serve as a cultural center in which the clubs will have their offices, social functions, and cultural events, such as speakers or plays. Male guests will now stay at the physical plant.

For the past month, a Gray House steering committee, Steve

Nelson as advisor, has met to set up the center. Two representatives from each of the three clubs belong to the committee. These steering committee members include Cynthia Cruz and Jody Guerrero for Mezela, Teri Pearlstein and Linda Rose for the Jewish students' organization, and Mary Landergan and Carol Curran for Newman Club. Anyone with suggestions or questions regarding Gray House should contact one of these people.

The steering committee hopes to have the house fully set up by next fall. This year, the steering committee had determined how funds were to be spent, what facilities were needed by each club, and what physical needs had

to be dealt with. Presently the committee is sponsoring a contest for getting a new name for Gray House. The winner will have the opportunity to make her own Schneider sundae. Suggestions should be sent to Mary Landergan, Severance, via housemail as soon as possible.

Mezela sponsored a reception and performance for a travelling Puerto Rican arts group at the house in April. In the future, all three groups plan to present cultural events open to all. Steve Nelson expressed hopes that many in the college community will attend such events.

Newman Club plans to utilize the house for a library, speakers, masses, social functions, and cultural events. In April, the club

sponsored a wine and cheese party open to all. The club also tentatively plans to hold a house-painting party with pizza, music, and dancing with the Harvard and MIT Newman clubs in September.

The Wellesley Jewish Students' organization plans to use the house for speakers, films, storage, offices, and a library. Other planned functions include Kabballat Shabbat, a short service welcoming the sabbath, and Israeli dancing once a week. The organization also hopes to set up a small kosher kitchen.

Religion Dept: some innovations

by Elene Loria '77

The Department of Religion and Biblical Studies has announced the arrival of several new faculty members and several changes in the department's curriculum for 1975-'76. The course additions arose in response to continuing student interest.

Most significant are the additions of Holmes Welch and Henry Rosemont to the teaching staff. Both are well respected scholars in their fields.

Welch, who previously taught at Yale and Harvard and has numerous publications on Chinese Taoism and Buddhism, will begin teaching Chinese Religions at Wellesley in the second semester. In addition to his teaching career, Welch has served in the State Department, in both Washington and Hong Kong. He was recently awarded a Guggenheim Fellowship in 1973 and a grant from the National Endowment for the Humanities in 1974.

Rosemont, an authoritative writer on the Confucian Tradition and an editor of *Philosophy East and West*, comes to Wellesley from Brooklyn College. He will be offering a course in the fall term dealing with aspects of the Confucian tradition which appear in his writings.

In addition to these new courses under Asian Studies, others will be offered under the general areas

of Hebrew Scriptures/Old Testament, American Religious History, and Western Religious thought. Specific listings are available in the Religion and Biblical Studies office.

Berkeley discusses computers: Keys to Pandora's Box?

by Katherine Griem '78

Edmund C. Berkeley, one of the leading experts in the computer field and publisher of *Computers and People*, spoke Wednesday, April 30 as part of the Faculty Centennial Program. In his lecture, "Computers in Society", Berkeley explained what a computer is, how it works and how computers can be applied to solve

the problems of society.

"The computer is by far the most remarkable kind of machine yet made by man," Berkeley began. "I predict that every defined intellectual task will be done faster and better by computers than by human beings. Computers can make decisions more wisely than human beings can." To emphasize his point, Berkeley noted that there are 2600

applications of computers today.

"The computer is a machine which performs operations according to rules," Berkeley explained. "The computer follows a set of instructions expressed in programming language to produce something. The computer works on a flow of information and can remember millions of things — much more than humans."

Berkeley listed what he considers the nine most important problems in society — problems that can be solved with the use of computers. He listed as problems: the invasion of privacy, the population explosion, the exhaustion of resources, pollution, and the problem of war-making industry. Other problems which Berkeley said might be dealt with by using computers are: waste, deficiencies in language and education, advertising and propaganda resulting in a rapid turnover of goods, and the arresting of the tendency to love resulting in hatred and genocide. Berkeley concluded that "at this rate of computer development, man may be able to solve his Pandora's box of problems."



A singer from "Creative Force," a band which performed at Schneider during Spring Weekend.
photo by Sasha Norkin '75



Despite the damp, chilly weather, a crowd of students turned out for Sunday's outdoor concert.
photo by Sasha Norkin '75

In Our Opinion

Proposed legislation will Curtail students' rights

The Academic Review Board is proposing "substantial changes" in the present system of extensions, and penalties for incomplete work. The *News* feels that, as proposed, the changes are misguided and inadequate. The spelling out of specific penalties, although perhaps overly punitive — especially in the case of missed final examinations, is a welcome change from the present fairly arbitrary and unclear determinations; the problem with the proposal lies in its inflexibility and centralization of power.

A value of the present system is that students have many options open to them: instructors, deans, physicians, psychiatrists and finally the ARB. Any assumption that the present system is being misused presupposes deviousness on the part of students, and fails to recognize the extremes of academic pressure that a situation or course load may create.

Many of the inequities of the present system are either perpetuated or magnified in the new legislation. The fact that the new proposal allows for no appeal of an instructor's decision regarding extensions of term work is neither "reasonably equitable" nor just. The students and the faculty should move to remedy this limitation in their relationship, as everyone's rights are more protected and respected if there are adequate mechanisms for a balanced appeal. Under the proposal, a student who is denied an unpenalized extension by her instructor and yet sincerely believes that one is in order is placed in an arbitrarily dire and nerve wracking predicament. Students who have uncompleted final work are placed in an even graver and untenable position. There is no reliable method for appeal of ARB decisions. Few students, or faculty, are familiar with either the members of the Appeals Board of the ARB or its operations. That if the Appeals Board believes there was error in procedures or evidence, the decision is appealed to the very same body that made the decision in the first place, the ARB, is an abomination. Under both the present and proposed systems, the ARB is both judge and jury, the arresting officer and the court of last resort. The *News* believes that a "substantial" student and faculty review of present procedures and the insufficient and deleterious proposal be begun.

The *News* views the concentration of power inherent in the proposal with trepidation. More responsible legislation would be less rigid and more respectful of the students' integrity.

Although the ARB professes a wish to "clarify and publicize," the presentation to Senate last Monday (Senate delayed action until May 12th), and the consideration by Academic Council next Thursday offers little time for a thorough examination of the consequences and alternatives by all members of the college community. Students have limited access to the proposal (even present legislation is unavailable), and a curtailed input because of constraints of time. The *News* suggests that Academic Council seek further dissemination and debate before implementing the proposal as it now stands, as it is an insidious precedent for the concentration of decision-making power, and the neglect of the student body's opinions, fundamental rights, and best interests.

P.E. department needs input

Wellesley's system of P.E. credit is a confusing one. Your basic Wellesley freshman justifiably asks, "Why do you get two gym credits for sailing and one for canoeing and tennis?"

The substance of discussion in physical education faculty meetings these days has concerned this issue. Will those eight credits come from merely getting one's body to 96 class periods, or will you have to prove you've gotten something out of a class in order to receive that precious point? or two, or three?

It's much to the credit of the physical education staff that they pursue this important issue, with results from a substantial student poll in hand. It affects everyone that intends to graduate from Wellesley College.

The department has succeeded recently in changing the registration process and voting to keep the requirement of eight units. But the issue of what makes up those eight units is now the important one, and it's also the hardest.

Some added impetus to solve the problem is needed, and it should be in the form of student input. Students can describe what they gain from various gym classes, feelings that did not show up on the questionnaire. Students are not allowed to attend department meetings since much of what goes on is routine and boring business. But where they are concerned directly, they should be represented, at least for the sake of consensus.

Letters to the Editor

Continuing Education student Reacts to College experience

Editor's note: This letter was written in response to an article which appeared in the May 2 issue of News.

To the Editor:

Continuing Education at Wellesley is such an important phenomenon in current education, that I thought it would be good to clarify the reaction of it on at least one participant.

By virtue of age and "increasing responsibilities" alone, I cannot allow the college environment, no matter how enjoyable, to be the center around which the rest of my life revolves. This is probably true for other CE students also. But the two days a week I spend at Wellesley are

Marathon

Runner thanks Wellesley for Support

To the Editor:

As one who again survived the strenuous Boston Marathon, I am writing to tell you how much I appreciated the enthusiastic support your students gave me as we passed the campus. I had recently written to you to let you know that I was returning to the marathon to again try to break the record for blind runners over this distance. I wish there were some way that I could personally thank every student who yelled and screamed and cheered for all of us who were out there running for Boston as if it were going to run away from us.

When I reached Wellesley this year, I was traveling faster than I ever ran before for a race of that length. I constantly faced the fear that I may have gone too fast and that I would never get over the top of Heartbreak Hill. The Wellesley cheers again picked me up and I took off after that hill as if I had just started running at that point.

Yes, it was hard work and it only got more painful as the miles went on, but I often thought of running through Wellesley and somehow, I made it to the finish line and yes, we broke the 3 hour mark. My time was 2:57:42. I know that records all get broken, but there is one thing that won't be erased. This was the first time a blind runner ever went under the 3 hour mark in the U.S. Everyone at Wellesley who was out there cheering can take some pride in knowing that they helped me reach this goal.

My partner was Commander John Bitterfield of the U.S. Navy. He came all the way from Iran to pace with me and he gave up a chance to run his usual 2:25 to help me reach my goal. He gave me a good description of the scene at Wellesley and though I was working too hard to say much, I remember, saying jokingly that we should run around the block and come by again for some extra energy.

Thanks to all of you again for your support. Without Wellesley, the Boston Marathon would be just another race. Hope to be with you again next year.

by Harry Cordellos

Benefit

(Continued from page 1)

ought to succeed!" The reception was followed by a champagne supper in the Cahners Room at Symphony Hall.

The benefit was sponsored by the Wellesley College Clubs of Boston, Berkshire County, Concord, Eastern Maine, and Middlesex.

devoted completely to course work and related activities.

In my earlier Wellesley days, (1954-1956), students were not concerned as much as they are nowadays with pursuit of a career; but they had a goal — and it was "acquisition of a liberal arts education." It is "aimlessness" only as regarded by the current generation, much more aware of the "working woman" idea.

One of the ways I cope with the many demands and several roles of my life is to tie them together. Therefore, my history paper dealt in part with work I am doing as the archivist of Trinity Church. This is a volunteer position, however, and although affiliated with a professional career is an unpaid position. I seriously considered showing the article to the Rector, suggesting he think of paying me, but abandoned it.

My sense of ease with the students stems from the fact that

Non-Residents: Gradual recognition

To the Editor:

To complete the campus census of the April 18 issue of the *Wellesley News*, we'd like to provide some information about the Non-Residents. This should be helpful both to those contemplating joining our ranks and to others who want to know how to reach us.

There are about 100 Non-Resident students (approximately the population size of a dormitory). We have a lounge in 110 Billings where we meet daily for lunch and on Tuesday afternoons for tea. We can be reached by phone (ext. 713), by mail addressed to Addressee, Non-Resident, or in person (feel free to drop by our lounge).

There are both advantages and disadvantages to being a Non-Resident. We are gradually gaining recognition by constantly badgering the appropriate parties, but we are still often (inadvertently) excluded from events and it is difficult for some of us to come to evening meetings on campus. On the more positive side, we enjoy a great sense of comradeship with members of our group which is in-

Schneider Board of Governors seeks Input to develop potential of center

To the Editor:

The Schneider Board of Governors is looking for input. The newly elected members, Peyton Morris (chairman), Cynthia McCormick (management), Amy Porter (coffeehouse), Lynda Wyn and Melissa Bankoff (special programs), Lee Ann Clements (publicity), Flory Papageorge (secretary-treasurer), as well as Sue Fedo and Steve Nelson (advisors) and faculty, staff and employee representatives, Linda Vaughn, Margaret Munroe, Paul Barstow, and Mike Sullivan, want to not only share with you their plans for Schneider Center, but would also like to hear your ideas. A suggestion book will soon be placed in the college center. Please come over and give us your ideas.

What are our ideas? First, we would like to develop Schneider's potentials to the highest degree. We plan on doing this by offering varied programs and services that will appeal to the entire community; a community which includes students, administration, faculty, and all college employees. Some of our ideas include sponsoring events such as: cartoon film

my seventeen-year-old son is regarded less now by my husband and me as a son on whom we extend our influence, but as a companion and fellow-participant, able to contribute much information and insight to our own.

I did feel ill-at-ease with the role of "older and wiser" in which I feared I would be cast. Age and experience do count for something, but we all, at any advanced age, have much to learn. It is in this context that I said, "I am as capable of making idiotic statements as anyone else." "Idiotic" was an unfortunate word for me to use—even when put in the context in which I said it. This alone makes my point.

In the fact that this fear was not realized lies one of the happy surprises of how well the CE program works — at least — as seen from the perspective of one of the participants.

by Bettina A. Norton

teresting diverse in age, marital status (30% are married), background, work experience, etc.

Finally, we wish to take this opportunity to thank publicly our "House Mother," Alice Roodkowski, who is always there when we need her, has made sure we have a home on campus, and has provided us with a sense of being very much a part of the College, even when others forget that we are.

The Non-Resident Students

"Jumping Off the Roof" called moving

To the Editor:

I would like to thank the cast of "Jumping Off the Roof" for their excellent and moving production. This has been one of the brightest events of this academic year at Wellesley as far as I am concerned. I think that the whole community should be required to see it. Far too many people I have talked to missed it altogether.

by Adrienne S. Dey
Chemistry Department

nights, casinos, talent shows, game nights, contests, and unique special programs such as mime, experimental theatre, and international entertainment nights. We hope to co-sponsor programs with other Wellesley College organizations so that Schneider can be utilized by all groups. This would definitely provide a variety of programs as well as reduce expenditures. The Board sees the need to provide good entertainment at the lowest possible cost. Program planning is not the Board of Governors. The Board

NOTE: The *Wellesley News* welcomes feedback from its readers on any issue and will print most letters it receives. The *News* reserves the right to shorten any letter due to space limitations and requires that all letters to be printed must be signed legibly, with the writer's affiliation to the College noted (e.g. student, faculty, etc.).

Seating at "Cabaret" Unfair

To the Editor:

I would like to use the pages of the *News* to voice a complaint. I attended the Friday night performance of *Cabaret* and was amazed by the inept seating arrangements. I stood in line for 45 minutes in order to get a seat and, by the time the doors were finally opened and my guests and I were able to enter the auditorium, all of the available seats were taken. This situation occurred because almost half of the seats were roped off and thus unavailable, even to those who had paid to see the performance. My guests (who came out from Boston to see this show) and I did have seats on one occasion but we were rudely and physically evicted from these seats by the inconsiderate ushers. We ended up kneeling on the floor of the balcony, trying to see more than just the tops of the actors' heads, which was pretty impossible, considering our cramped positions. My complaint is this: if a large amount of what is essentially a very small auditorium is to be roped off for reserve seats, this fact should be made known to the college community before they enter the theatre. Tickets should have been sold on a one-to-one basis (one seat-one person) so that those who wished to see this production did not have to sit or kneel on the floor as well as be mistreated by the ushers. I was ashamed to have my guests see how disorganized the arrangements for this show were and to have them be treated so rudely by the ushers. I hope that something can be done in the future to ensure against a repetition of this situation.

by Linda Ury '76

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From the Chaplaincy: "A Discussion of Values," A look at Wellesley College in turmoil

The statement which follows was sparked by the crisis surrounding the budget considerations and counseling decision early this semester. It reflects the collective opinion of the Chaplaincy Staff (twelve people including trained professionals, program people, students, denominational advisors) as expressed in the April 3 staff meeting. The Chaplaincy Staff realizes its own role in and identifies with these issues, and hopes, therefore, to further discussion on them within the college community next year. Anyone who shares these concerns and would like to be involved in further discussion, please call X721. The article was prepared by Rita Rouner, Chaplaincy Associate.

In thinking about the values of a particular community there are two questions to be considered. What are the professed values of that community and what are the operative values? In other words, in the pursuit of certain professed goals what is actually happening? Are the professed values really operative in the life of the community? If so, is their pursuit accomplishing other results as well

"This atmosphere tends to encourage intellectual motivation and responsibility, also elitism and expectation of privilege."

and are these results in accord with the profess goals or not? These are complex questions and to answer them requires both a clear definition of the guiding values involved and a careful analysis of the existing situation in the community in question, in this case Wellesley College. It would be well to have much conversation going on in many places in the

college community about these matters. Last week's article in the Wellesley News on careerism and its mention of the Faculty Seminar is a good example of such conversation. In the Chaplaincy staff meeting on April 3 we discussed the question of values at Wellesley and made some initial observations which I will list as a summary of our discussion.

Under the general value of quality education:

1) High scholastic achievement. Academic excellence is respected and encouraged. This value in operation leads to a strong sense of competition and emphasis on grades, which in turn gives rise to an atmosphere of considerable pressure. One is evaluated in terms of one's ability to produce the required work.

Respect for and use of quality resources. There are high quality faculty, administration and staff, high potential student body with widely diversified backgrounds, excellent facilities, and beautiful grounds. This very stimulating atmosphere with many opportunities to pursue intellectual interests, tends to encourage intellectual motivation and responsibility, also elitism and expecta-

college. This can be very inspiring, especially when distinguished careers of former graduates are called to mind. It also can be intimidating and lead to passivity and acquiescence on the part of present students, as well as a willingness to be controlled and programmed by the college with self-determination not sufficiently

professional role as is the case for educated men in our society.

Highly individualistic. One's own academic program is the primary commitment. Community activities or any collective enterprise all are considered extra-curricular and therefore secondary.

Future oriented. Study is under-

"... here and now we are building values into our lives and into our world. Are they the kind of lives and the kind of world that we want to be building?"

encouraged within the community, patterns of conformity result. Innovative, experimental attitudes and capacities are not developed.

3) Commitment to women. Dedicated to equipping women to compete on equal footing with men in our society, Wellesley seems to engender an uncritical acceptance of the values of the surrounding society. Feminist issues are discussed and questions are raised but this needs to be done more in depth. The prevailing atmosphere tends to be conservative; support the status quo; accept the system and make it work for you.

4) Careerism. There is an emphasis on academic success in college leading to professional success in the world. Education seen primarily as preparation for career, suggesting economic and professional success as goal of life. As Wellesley holds with pride a place of prestige among American colleges so students are urged to aspire to places of influence and prestige in American society. Self-worth is defined in terms of career achievement. This seems like a new version of the old idea that you are someone only when you become someone's wife. At Wellesley a woman's identity tends to be defined by her

tion of privilege.

Development of critical analytical faculties which tends to discourage creativity and spontaneity, (i.e. students of literature who no longer write poetry of their own.) Also encouraged is undue awe of professorial authority and wisdom.

2) Strong sense of tradition and of the long-standing prestige of the

Reflections on Freshman year

by Lila Locksley '78

How do you write about your freshman year? Do you poke fun at all the things that undermined your initial shaky confidence? Do you philosophize about how much you've changed or matured? It is difficult to be sincere about such a universal experience.

As I look through the *Legenda*, flashes of the year go through my mind — changing patterns and changing tones of my thoughts drift into a kind of ephemeral collage that fleetingly describes my freshman year at this point in time.

When I arrived last September, a wide-eyed, breathless, shaky-kneed freshman from Iowa, I half-expected a *Mademoiselle* college wonderland. And I found the ivy-covered buildings, and the shiny-haired students — they seemed like animated replicas from the glossy magazine pictures. The only problems people seemed to have was with coping with all the rain of that first week.

But my superficial impression of Wellesley quickly changed, as I was suddenly confronted with problems — each seemingly worse than the last. My glowing reports home to my family were quickly subdued as I was faced with situations that I had to solve on my own.

My roommate and I were completely different. She liked to wake up to "Modern Music" — the noise was worse than an alarm

clock. We had exchanged three or four letters before meeting, and I thought we were a lot alike, that we would be great friends ... But after the first month, we both realized that even a semester was a long time to live together, so we switched with two other girls on the floor.

Chemistry 103 was a trauma for many students who took the course, but for me it was my first experience with failure.

I had no intentions of being a doctor — I just thought that chemistry would be a 'fun' way to meet my lab requirement. I knew that it would be a struggle, so I decided to take it pass-fail. It seemed logical to me, that if I completed all the work for the course that I would pass — but I was wrong. After the first two hourlies, one in which girls left the room in tears, I decided that chemistry was not worth enough to me, so two thirds through the semester I stopped attending class.

I wrote my father a tearful letter telling him of my failure, (he had been a chemistry major in college), and subconsciously asking for support and praise that I was still the greatest in his eyes.

I guess that is the hardest to cope with freshman year: the loss of confidence — and the distance between those who encourage you the most.

On our noisy floor of freshmen lived one very understanding sophomore from Oklahoma. Margaret was a source of inspiration and encouragement — having survived an "agonizing" freshman year, she was now a double major and doing well in all her courses. Everytime something went wrong, we went to her for sympathy and were reminded that we weren't the only ones doing poorly. Margaret really did have a lot of patience, she was the only upperclassman that survived living on the notoriously notorious Beebe first floor.

My initiation into Wellesley social life came about the second night I was here. The MIT fraternal party was not what I expected ... With my hair in pigtails tied with pink hair ribbons, I felt terribly out of place — especially

when the braless, worldly, Simmons girls arrived with cigarette and beer in hand. I was told that Harvard mixers would be better.

The night of the Crimson Key mixer, I ended up at a small cocktail party in Eliot House. David, a gigantic blond lifeguard was my first encounter with a Harvard man. With his flannel

Since mixers were disheartening, my friends on the first floor took to showing slides of our summer vacations, and reading the *Godfather* (pages 26-27) out-loud.

In the first floor bathroom, countless posters decorate the peeling gray walls. There was even a graffiti poster for awhile where we vented our aggravations. (A giant crossword puzzle recently took its place).

The whole decor of the first floor — the empty liquor bottles on the floor, the illegal bicycles, the multicolored phones — is so shabby, and yet very comfortable. The non-stop noise, the running and screaming, makes me wonder at times if I am at Camp Beebe.

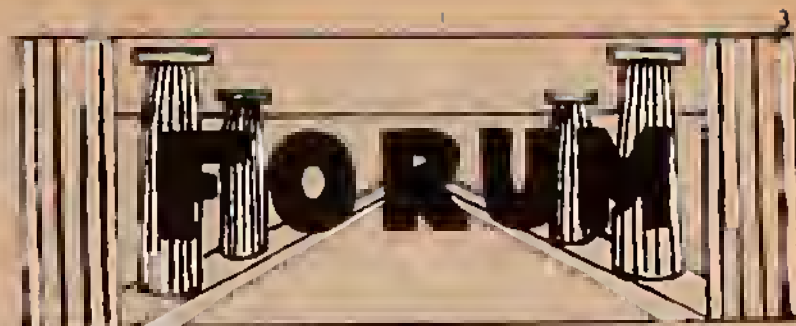
The academic trauma, the change in social life, the worn decor of one's living quarters are all aspects of college life that one adjusts to. However, I have found that there are other problems and anxieties one faces — that run deeper than the cliché of freshman year. These are conflicts that have to be resolved within one's self. For example: the need to do something meaningful, a desire to be confident of one's ideas, or the importance of having a direction or structure to the work that you do.

As an independent person, the struggle to be unique, admired, sincere, and all the other virtues that makes one great is just as painful a process as adjusting to the freshman year of college. Just because my freshman year is practically over does not mean the worst is over.

When one begins to reflect on her freshman year, she cannot help but reflect on herself. Surely I've grown and matured, — I've learned much this year. But freshman year is such a cliché that it is hard to take many of the traumas seriously after they have passed. As that floating collage of freshman year memories changes, I find myself looking forward to being a sophomore. And I realize that I had to be a wide-eyed freshman to get there ...

shirt unbuttoned to the waist, and an Indian bead necklace around his neck — I did not know quite how to handle his undivided attention. But it didn't really matter as I grew increasingly nonsensical after a few gin and tonics. I never saw David after that evening, and as one of my friends later said, "You should have worn your shirt unbuttoned to the waist!"

Even dorm mixers were hard to take. On one particularly desperate evening, I decided to overcome my wholesome, innocent manner. With my shirt unbuttoned as far as it could go, Chanel No. 5 sprayed all over, a cigarette in hand (I didn't know how to inhale), I thought perhaps my brazen sexiness would make me less of a wallflower. Needless to say, I only got strange glances, and long meaningful stares.



Creativity: we have to get people moving

Editor's note: The following remarks are taken from an interview with Jane Freundel ("Cabaret"), Gloria James ("I Am a Black Woman"), and Mary Stuart White, ("Jumping Off the Roof"), on the subject of the status of the performing arts at Wellesley College.

MSW: "Wellesley ... appreciates creative arts, does not love creative arts ... it teaches an appreciation of the great masters, but does not encourage creative activity ... I chose not to get 350 credit (for "Jumping Off the Roof"). Many people were working very hard — a whole company deserved that credit. Also — my work in this production is considered legitimate only if I get credit ... Wellesley College has never taken a performance someplace; we've received encouragement to tour the show, and we're trying to find funding. There should be money for students to pursue this ... Wellesley should take pride because theater has come a long way in the past four years."

GJ: "Within this realm, theater is a low priority. Look at Jewett, or Alumnae Hall. The lights are not adequate to stage a production like mine ... the lighting man had to bring his own lights in order to get the proper effect. The funding for costumes, etc. is a problem. If the Theater Department was more united it could have a stock of costumes ... we had to buy tape equipment, which theater ... the only other musical here was done by the experimental

should have been provided ... Wellesley doesn't provide enough training in body movement. I question the dance program because it seems to be lacking in the ability to relate a message. Dance should not be so foreign that I can't appreciate it ... A good show has universality to it ..."

JF: "Musical theater has bottom priority at Wellesley. It is not respected as a legitimate form of theater ... the problem with a



student-run production is that we need more trained people to help ... it was assumed, too, that few people would try out, but the actual response was overwhelming ... the Music Department is very protective. We respect it too, we aren't going to screw it up — we want to use it too ... we have to get people moving ... invitations shouldn't be necessary."

Agin's territory

Finals time, or them Readin' period blues

by Teri Agins '75

Reading period is the time to ... *Make Friends*. You'll notice a marked increase in visitors who will casually drop by your room to borrow class notes. These are the people who have never spoken a word to you during the entire semester but suddenly realize the value of your friendship during this crucial week.

If you're a whiz on the Smith-Corona, students will flock to you for typing assistance. Their last resort is the religious method: Seek and ye shall find the keys.

Visit the library. The new decor in the library will finally receive its due appreciation while students tour the premises in search of research materials.

Sleep. It's constructive and you can't make it without it. Andrew's Pharmacy will make regular runs delivering NO DOZ to dormitory Rip Van Winkles.

Check in at the Infirmary. Reading period is a popular time for hypochondriac epidemics to occur. Finally the doctors earn their paychecks for a change — especially the psychiatrists.

Walk to the Vil. This time

you'll stop by Hathaway House instead of Filene's. The book business will boom as students scramble for texts they should have read during the semester.

Eat. Kitchen helpers will be forced to coax students to leave the dining hall. The longer you stay at dinner the later you'll begin studying. Procrastination at its finest.

Sign up for appointments. Faculty members and deans work overtime listening to excuses regarding final work. Apple polishers make the final attempt to impress the teacher while the lazy sector justifies inadequate work.

Sunbathe. Bikinis are slipped on but only the underarms get wet. Studying outside is a great way to get a tan. But if you're indoors, keep the stereo down because sunbathers will complain. Pretty soon they'll be asking the birds to shut up.

Read the Gray Book. Brush up on college policies regarding plagiarism and academic dishonesty. You'll be stepping into General Judiciary if footnotes are credited properly. (Get it?)

Forum 1975: The world beyond

by Leigh Hough '78

A few semesters back, "beyond the looking glass" ran as a regularly published column in the Wellesley News. We return to it now to outline our feelings about the role of the *Forum* page as both a mirror held up to the college itself and a vantage point from which we may survey the world beyond Wellesley College.

We may often find ourselves so involved in this community as an entity entirely separate from the world as a whole that we lose sight of that world and turn totally inward. College by its very nature encourages and facilitates such isolation, and Wellesley in particular is guilty of hiding behind ivy walls and textbooks. Our

primary function as members of the College community is to learn, and four years of concentrated study is a full-time occupation. Most of us live on this campus, study on this campus, and seek much of our recreation and extra-curricular activities on this campus. Wellesley is our abiding interest, the center of our existence, and the recipient of our greatest energies.

But we must not allow these unavoidable facts to prevent us from seeing the "real" world outside. If we only read a newspaper, or listen to a news broadcast, or investigate a problem not related to academics or socializing, we have broadened ourselves a little. This page in the *News* professes to be

(Continued on page 7)

Notice to treasurers

The treasurers of all organizations funded by SOFC are required to turn in their checkbooks to Mrs. Roodkowsky, 106 Billings, by noon on Tuesday, May 13th. This is to enable a complete audit of the books, and to facilitate the revision of the accounting system which is presently being undertaken. If you have any questions, contact Susan Challenger, 237-1192.

The "Senior Crunch" — Aargghhh!

by Sharan Collins '77

"When I was a freshman, a second semester senior made this wry observation: Sophomores have sophomore slump, juniors have junior depression, and what seniors have is so bad they don't even have a name for it!" commented a current second semester senior.

Yes, senior year does have its unique problems. Perhaps one could call it "the senior crunch". On the brink of entering the uncertain, complex "real world" (as many Wellesleyites call what they are being sheltered from for four years), seniors are perhaps the most pressure-plagued class.

As one senior said: "College work and a social life are enough

to juggle, but combined with looking for a job or applying to graduate school, finding a place to live, and getting ready to leave here, it gets downright depressing ... I've become very bitchy and unpredictable." Another senior moaned: "The work load is as great as ever; I can't imagine how those women working on honors theses find time to eat!"

The seniors who have applied to graduate school can be easily identified — they're the ones who spend most of April and May in the hall in front of their mailboxes. They also huddle together at meals and discuss admissions statistics. Their euphemism for rejection is deferment.

For some seniors, graduation will mark the termination of their formal education. These job-hunting seniors tend to walk around with panic-glazed eyes and they answer all queries regarding their general condition with a pathetic grimace. They spend hours at the typewriter composing cover letters to accompany their resumes. Their class schedules are sprinkled with appointments to see recruiters and interviewers from various companies, and they savor the delicious dorm food in anticipation of a steady diet of soup and hot-dogs.

One job-scrounging senior said: "The problem of job-hunting is not only time-consuming, but it's an emotional strain. The alternatives to weigh are infinite — what city? — what type of work? will I settle for secretarial work at first? how important to me is money? ... it takes some personal strength to stay confident under such questioning."

Another senior, who says that she feels panicky for the first time since she came to Wellesley,

suggests that seniors have a reduced course load, allowing them to take three courses either semester. "This would improve a senior's emotional state by alleviating that portion of pressure which results from rigorous academic demands."

All of this focusing on the future seems to affect the here-and-now Wellesley experience for seniors. Some feel that they have had enough of academia for a while. "I find myself thinking that academics are somewhat of a farce," commented a jaded senior. Another senior said that she is



frustrated because she has not been able to concentrate fully on her course work as she did in the past — her grades and her morale have suffered.

However, many seniors have found this year their most rewarding and pleasurable time at Wellesley. A senior English major said: "Finally, I'm excited about my work ... also, I've had the wonderful revelation that I have finally become the archetypal Senior English Major (alas, without the perpetual cigarette and coffee cup), making wry but incisive comments, talking knowingly about literature, advising freshmen on which courses to take, and being consulted at paper-writing time. I am quite amused to find that I have become the person I found so devastating and imposing as a freshman."

Senior year for most students is a combination of high-level courses in their major subject and some "fun" courses which they

have been saving up.

One senior enthusiastically commented, "The courses I'm taking now are the most challenging and intellectually stimulating I've had — three years not only gave me access to courses of specific interest previously excluded by endless prerequisites, but they also taught me how to choose departments and professors for maximum satisfaction. Consequently, I am enjoying my academic work more than ever before."

Senior year also gives some students the chance to explore a topic of particular interest to them by researching and writing a thesis. A carefully planned and successfully completed thesis can be an important confidence-building accomplishment for a senior. On the other hand, an April "rush-job" can be the biggest nightmare of a student's educational journey.

Above all, senior year can be (and almost always is) an enlightening experience, for better or for worse. Most seniors agree that making plans for one's future in the "real world" tends to force one to put academic chores in the proper perspective. That five-page Philosophy paper is not the major trauma of the month, that disagreement with a professor is not going to make or break one's entire career.

As Betsy Holton '75 summed it up from her point of view: "The closer I come to graduation, the more I begin to appreciate those things about college which can never be duplicated elsewhere. So, for me, the 'senior crunch' has only meant a sudden realization that a relatively pampered, protected experience is drawing rapidly to a close before I have



Don't jump — it's almost over ...!

photo by Sasha Norkin '75

fully exerted myself to appreciate and benefit from it. Getting the most out of college is a fine art which has taken me four years to

learn — it's almost too bad it's over, because after college there's no more free lunch!"

Wellesley social life — Harvard, Dartmouth, or library?

by Elene Loria '77

What kind of social lives do Wellesley students have? On any given week-end, one can find "the Wellesley jet-set" taking off for a black-tie formal at Harvard; the less adventurous bravely facing a dorm mixer; or others playing bridge over popcorn in Beebe.

For a self-proclaimed social drop-out, an exciting weekend evening runs the gambit from spending the time in hot pursuit of books in the library (not men in Cambridge), to watching a love story on TV, to struggling with the dryers to get clothes dry in one cycle.

The Friday night laundry crowd is fairly large. One regular explained it this way, "I'm tired of mixers, of the long bus ride into Cambridge only to get in late feeling totally unproductive. I need a change for a while, maybe I'll feel differently in a few weeks but for now I'm content."

This attitude brings up the well worn question — is it necessary to go off campus to have a social life? Judging from the lines for the MIT bus on a Friday afternoon, the answer would seem to be yes. It isn't unusual to see 25 people, some with suitcases in hand, anxiously waiting for a ride at 5:10. It isn't unusual to have a few turned away, even with people hiding doubled up in the back. If you're one of those few it's a pretty desperate situation to have to face a ride in on the MBTA. Is

Wellesley weekend life stereotyped by suitcases and bus rides?

For all the girls other than those who have somewhat steady relationships who are content to spend quiet evenings together at home, the answer is predominantly yes. Wellesley just does not hold the attractions of Cambridge and Boston.

You can almost be assured that on any given weekend evening there are at least a couple of options of things to do at Harvard alone. MIT's film series is another incentive for leaving, not to mention the attractions of the city.

Of course there usually are several posters advertising upcoming events off campus in every dorm and gathering place. They come in all kinds of colors and sizes, but the catchier the line the better. If the allure of the wording is good enough and the prospect of a weekend here is bleak enough, a girl could be out to Cambridge for anything from a party complete with free beer and "jungle juice" at an MIT fraternity to a moonlight cruise sponsored by Harvard.

For those with enough energy and perseverance, the ride into Cambridge is not that tedious. It can be considered a fact of Wellesley social life.

As soon as the new freshmen arrive in the fall they are quickly led to believe that the only successful way to meet members of the opposite sex is to go out in

search of them off campus. So they board the Senate buses and go off to the Crimson Key or various fraternity mixers at MIT. Those who survive those first social weeks usually can survive the next four years.

For many though, the first mixers were social disasters, initiation rites to the Wellesley social tradition at worst. The Crimson Key Mixer is only a bad memory of groups of girls facing mobs of staring analytical young men. "A cattle show — awful!" was one Senior's remembrance after four years. Another Senior reminisced, "I remember that I hid in the bathroom for almost three hours trying to avoid a guy I knew from high school; you'd think that in a mob that size it would be easy to get lost, but instead I had an awful time. I do know a girl who met someone she has been going out with ever since, though. I think that it's something that everyone should experience — but just once!"

It isn't unusual for girls to travel as far as Dartmouth or Brown for their weekend social life. The numerous ride needed notices around the El Table and Schneider are evidence of this social style.

"I find myself going to see my boyfriend at Dartmouth more frequently than he comes to see me here. There is always something going on there. There has to be, it's an entity in itself, they don't have Cambridge to de-

pend on as we do," said one anonymous Junior.

The difficult part of going away is depending on other people to give you rides to where you want to go. "I'm a devoted follower of, ride notices and I even have all of my friends watching them for me. It's a dangerous existence in a way; I've taken rides up to Amherst knowing very well that I didn't have a ride back and that I definitely did have an hourly Monday afternoon! But I always seem to get by," said one well worn weekend traveller.

But what about Wellesley's own social opportunities? It can be argued that this year especially the college has provided sufficient activities to keep student interest on campus. This is true to a large extent. "The revival of Schneider Center and the society house parties, in my opinion have given people the opportunity to stay here and have a good time; but I guess it will take time to convince peo-

ple that whatever is going on in Cambridge is not automatically better," said one thoughtful Schneider goer.

To an outside observer, Happy Hour at Schneider on Friday afternoons would seem to illustrate that Wellesley does offer social opportunities. Opinions as to what type of opportunities it holds are varied. "I don't really consider Happy Hour as part of my weekend. It's almost an in-between period to celebrate the end of the week, to wind down and to get ready for Friday night. I just come with my friends to have a good time," said one Happy Hour regular. Most girls commented that they didn't expect to meet anyone there.

The majority of the girls questioned liked the comparative casualness of staying on campus on weekends. The freedom to come and go as they pleased was frequently cited. One girl spoke of all the nights she had lousy times

at Harvard parties only to end up killing time at Brigham's while waiting for the Senate bus at 12:00.

If anyone should know about Wellesley girls and their weekend lives, the security force should. After unlocking doors innumerable times each night, undoubtedly the guards have their opinions. One supposedly likes to keep track of what's going on campus. If you catch him just after 11:00 he can give you a full report of where the good parties are before the night is out, instead of just hearing about them during the Sunday brunch gossip session. Although they admit that many of the faces are familiar each weekend, the guards feel the girls here are basically very active.

Wellesley may still be considered a pseudo-suitcase college, but more people are staying closer to home these days. As one sophomore put it, "I'd rather stay here. Let the people come to me."

Wellesley Open Campus proves success

by Sandy Peddie '76
Lila Locksley '78

The Wellesley College community is not static: as one class prepares to graduate, a new freshmen class prepares to arrive.

Enclosed in the letters of acceptance sent to prospective freshmen this spring, was an invitation to visit Wellesley for Open Campus. The program was initiated last year by the Admissions Office in response to the growing trend of students wanting to visit Wellesley after they had been accepted.

Nearly 200 students accepted the invitation last year, and about 165 came during the four day period this year, April 18, 19, 21, and 22.

Margaret Rose, Assistant Director of Admissions, described Open Campus as a time in which newly accepted students could "feel what it is like to live a normal day at Wellesley — visiting classes, eating in dining halls, and staying in dorms."

Approximately 200 students volunteered to host students — an effort which Rose thinks contributed to the success of Open Campus.

Juniors Mary Lou Bell and Peggy Plympton hosted 19 students last year, from such varied places as Iowa, New Jersey, California, Panama, and

Pennsylvania. Of the 19, 12 decided to come to Wellesley, and four were assigned to their dorm.

Mary Lou said that she was a hostess because she was interested in meeting the new class. She noticed that among the students who came this year — "there is a more deliberate and serious approach to entering college than in previous classes — they are researching their options more."

Marilyn Jensen '75 explained why she chose to be a student hostess: "I think that because I wasn't able to see the campus until the day I got here, I became more sensitive to freshmen. Seeing the campus even once before enrolling makes a big difference in getting settled."

Newly accepted students expressed a variety of fears to their individual hostesses including worries about social life, financial aid, workload, and dorm life. ("A lot of mothers worry about roommates," said Ann Groton '76).

Most prospective freshmen said that they decided to apply to Wellesley because of its academic standards; other reasons given were location, campus, and the all-women student body.

Daphne Firth from Long Island, New York said, "The Open Campus idea is very good — I wish they had it at every school, you can really see the

college from the inside out."

Nancy Caron from Norwell, Mass. said that "everyone told me that professors won't care about you in college, but it seems that the professors here really do care. I thought people here would be cold and studying all the time — but they're really not that way."

Vanessa Lucarella who was deciding between Radcliffe, Princeton, Duke and Wellesley said her main reason for going to college was to study. A pre-med, she was impressed by "the high percentage of Wellesley women who get into medical school." She found Wellesley students "frank, friendly and open; they were not trying to sell the school. They seem like the Wellesley Image — cosmopolitan and liberated in spirit."

In judging the success of Open Campus, Marsha Bristow '75 pointed out that the purpose of Open Campus was not to lure students in Wellesley but to insure that Wellesley was the "right place" (i.e. a place where they could be happy).

However, although many of the students who accept the invitation of Open Campus are undecided, a large percentage of those who come enter. Of the 165 students who visited Wellesley this spring, 100 enrolled.



Is Wellesley's social life easier to handle with two beers in hand?

photo by Sasha Norkin '75

Cabaret Bowles 'em over

by Betsy Sherman '78

To an intimate but overfilled Jewett auditorium crowd, "Cabaret" opened on Friday, May 2. It continued for the next two nights to become one of the most popular activities of Spring Weekend.

The musical is taken from the semi-autobiographical *Berlin Stories* by Christopher Isherwood. It is a chronicle of the Berlin of 1930, and its two milieus, Fraulein Schneider's boardinghouse and that pervasively of a cabaret, the Kit Kat Club, reflect the Nazi stranglehold tightening around Germany.

The link between the two settings is Sally Bowles (played by Judy Adams), a beguiling, pathetically incurable romantic, an English girl singing at the Kit Kat Club. She sets up house with Clifford Bradshaw (Gary Speer), a struggling American novelist, in Fraulein Schneider's boardinghouse. Sally and Cliff's relationship is paralleled by the growing love between Fraulein Schneider (Ann Ludlow), the middle-aged landlady, and Herr Schultz (Mark Miller), a Jewish fruit shop proprietor.

When Sally becomes pregnant, she and Cliff decide to marry. But when Cliff finds out that a "delivery" job he had done for his friend Ernst (John Marcou) in-

involved Nazi money, he decides he and Sally should leave Germany at once. But Sally, tied to her singing career and her dreams of stardom, has an abortion and stays at the Kit Kat Club while Cliff goes back to America. Meanwhile, Fraulein Schneider, pressured by the Nazis, breaks her engagement with Herr Schultz, resigning herself to live alone as she always has.

The Kit Kat musical numbers were interspersed throughout the boardinghouse plot, usually giving needed relief. The opening "Willkommen" number made up for some lapses in coordination by its multitude of visual experience. The Kit Kat Girls, an array of flesh, garters, and sequins, panted and swayed their way in and out of the musical numbers, at once erotic and disgustingly sexless.

The creation of the Kit Kat Club consisted of a lighted Cabaret sign above the stage, and a marvelous mural-curtain, a pastel panorama of German decadence in a style lying somewhere between Chagall and Gahan Wilson. The cabaret "audience" caroused in tables set up around the stage pit.

Essentially, the production was erratic; the stand-outs were few, and the really inspired moments far-between. A musical should be carried through by a strong momentum, but this one often

petered out and lost its breath (as literally did some of the actors). This production went against "Cabaret's" basic principle: trash has to be played professionally because really decadent people don't know how decadent they are.

The stand-outs were those who carried their parts through by sheer panache, easily led by Jeffrey Wayne Davies as the Master of Ceremonies at the Kit Kat Club. His emcee was a white-faced, perverse skeleton; his voice had a kind of hideous, nasal resonance, punctuated by a wheezing hiss of a laugh. Sashaying and slinking across the stage, this deathmask gave the show the vitality that sustained it. Hollis Tobias's performance as Fraulein Kost, the boardinghouse whore, was funny and right precisely because she took herself so seriously. Mark Miller gave a strength and sensitivity to Herr Schultz that made his performance another high point. The award for greatest ovation given to a non-speaking part goes to Security Officer Al Rebello, in the part of Sally's overhearing former lover, Max.

As for Sally Bowles, Judy Adams's performance was inconsistent. Though Sally is in many ways repulsive, she has a charm which should draw the audience to her, something that didn't really happen in the first act. But Judy Adams carried off the more difficult dramatic scenes of the second act much better, surprisingly showing the control she had earlier lacked. Part of her problem in the dramatic scenes may have been due to Gary Speer, who, through an utter lack of conviction, made the already potentially dull part of Cliff infinitely more so and weakened him enough to leave a gaping hole in most of their scenes together.

It was Judy Adams's musical numbers that were most disappointing. Her voice was adequate; what was needed was better acting during the numbers. She simply did not fill the stage when she had to sing a solo. Part of her immobility was due to her gargantuan platform shoes, a necessity in the dramatic scenes with Cliff; they could easily have been changed for the musical numbers. The static quality of the pivotal "Cabaret" number contradicted its very spirit.

Finally, no matter what the outcome, the production of "Cabaret" has to be applauded for its very existence. Director Jane Freundel must be congratulated for organizing this independent production. Independent theater, and especially musical theater, must be encouraged at Wellesley. Hopefully more people will have guts enough to risk their time and energy on such challenging projects.

ARTS

Roosevelt, Rogers, and Gill

by Beth Hinchliffe '75

Each month the Hathaway House Authors Series presents three leading writers who speak at the Wellesley College Club. Recent speakers included a man who has been with *The New Yorker* for forty years, a housewife and mother turned author, and the son of one of America's foremost humorists.

Brendan Gill is an urbane, impeccably dressed man whose dignified eyes twinkle as he "tattles" on his numerous associates whose very different styles of writing joined to produce *The New Yorker*. In his talk he skipped from Robert Benchley ("a cheerful hard drinker") to Charles Addams, the cartoonist famous for Gothic humor and the Addams family. Gill related his favorite Addams cartoon: that of an odd-looking man waiting outside a delivery room, being cheerfully greeted by the nurse: "Congratulations! It's a baby!"

Gill created the atmosphere of the magazine as a "home for congenial unemployables and incorrigible mischief-makers," where anyone of the eccentric artists might be hurried off to a sanitarium. In his latest book, *Here at the New Yorker*, he presents, in immaculate prose, a delightfully candid and entertaining introduction to three dozen of the most talented and unpredictable wits who have written and drawn for the magazine.

Felicia Warburg Roosevelt is a poised, elegant woman who was born into a family of wealth and connections and then married (in order) Robert Sarnoff and Franklin D. Roosevelt, Jr. After having raised a family and written only six free-lance articles, she decided to visit some family

friends and other women she admired, and compile these interviews into a book. What resulted was *Doers and Dowagers*, a collection of twenty "intimate biographical portraits" of notable women.

The women in Ms. Roosevelt's book have one thing in common — their age. They are all grandmothers. She chose this generation because she felt that its members had a lesson to teach: "You must be involved with activities early, so that when your family is gone, you will have something left."

Ms. Roosevelt spoke of the time Clare Booth Luce was ill and "smoked and sniffed her way through three hours of the most enlightening interview I had," and of the time Marian Anderson had to recreate a two-hour meeting that had gone unrecorded when the tape recorder broke down.

One of the highlights of her experiences was the twenty-four hours she and Rose Kennedy spent together at the Kennedy home. "She (Rose) never let down her front. She met every question with thoughtful and experienced answers. Her personal emotions were carefully guarded ... She was the most religious and determined woman I met."

Will Rogers, Jr. is a large, cheerful man of outgoing charm whose smile and charisma are as great as his late father's. The son has been a congressman,

The Second Lunchtime Theatre Anthology will present "The Life and Opinions of God-born Devil's Dung" (adapted by Nicholas Linfield from Carlyle's *Sartor Resartus*) Tuesday May 13, from 7-8 p.m. & Wed., May 14 from 2-3 in Jewett.

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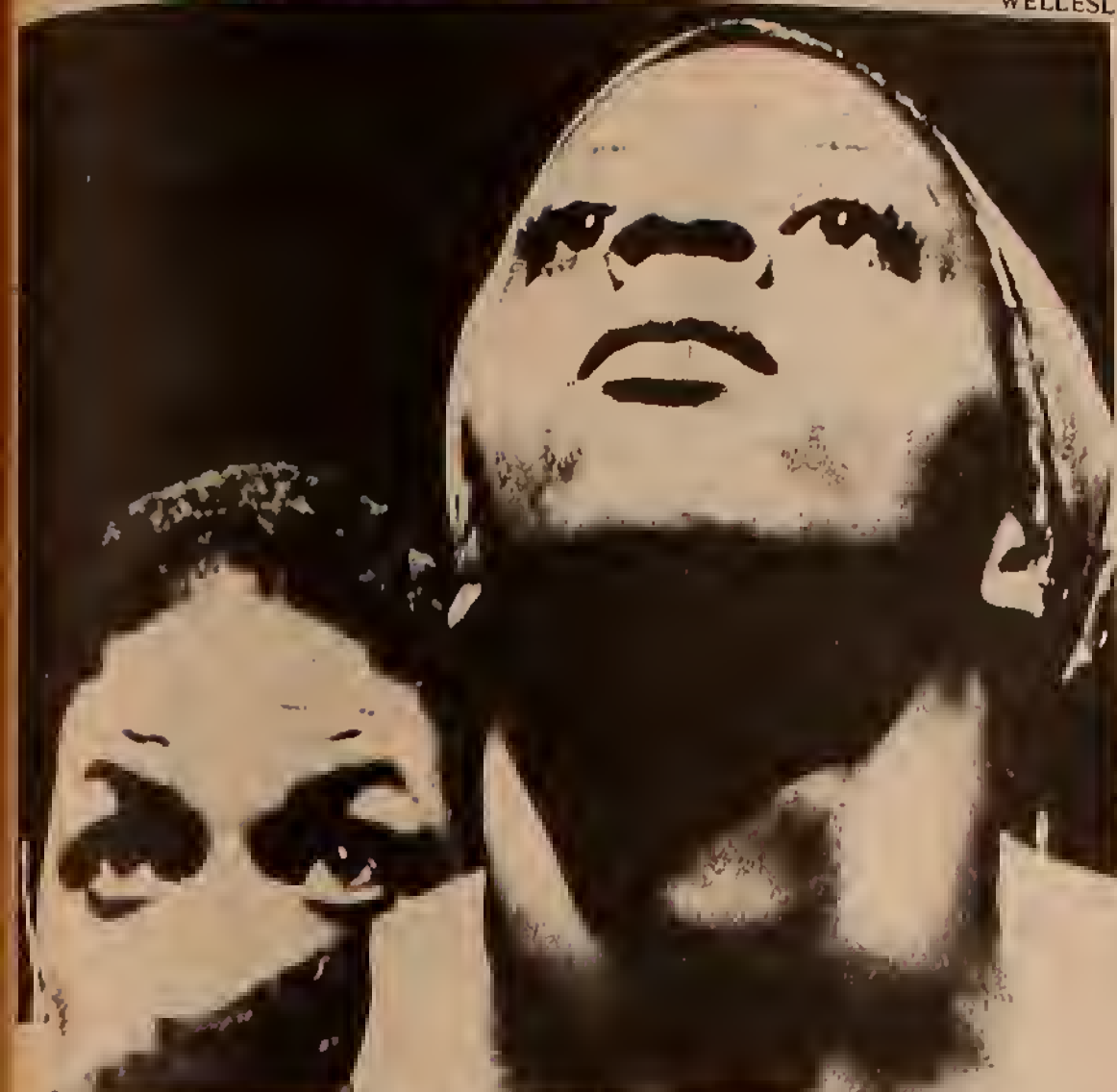
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"I Am A Black Woman," a celebration of the Black Woman in poetry, drama and music will be presented May 9, 10, 11 at 8:00 p.m. in Alumnae Hall.
photo by Sasha Norkin '75

Letters: Thanks for the memory ...

Dear Editor:

The 1974-75 theatre season at Wellesley College has been the best in more than twenty-five years. We have seen a majority of the undergraduate offerings here during that period, and we have attended about twenty theatrical events in the current school year. We both feel that 1974-75 has been uniquely rewarding.

We unfortunately missed Junior show, so Nicholas Linfield's production of *Satie* during the Surrealist week last fall really began our season. It got everything off to a splendid start.

The Barstow productions of major works by Marivaux, Albee, and Shaw were superbly theatrical in balance of cast, technique, fineness of attack, and the always excellent Levenson sets.

Kiril Kirk gave the community a February evening of mime, which filled us with pleasure for her insights and skills.

Meanwhile, the miracle of Lunchtime Theater had begun in Schneider Coffee House, aiming at a new production each week, shooting for the sky, getting there the first week and staying there for the whole semester. Attendees were treated to short works by Tennessee Williams, Chekov, Pirandello, Pinter, Pritchett, Moravia, and Sherry Kramer ('75) an excellent range of items not encountered in the usual theater going.

At the end of April we attended the repeat performance of *Jumping Off the Roof* (directed by Mary Stuart White) and were dazzled by its originality and force. Those who missed it missed a marvelous production, which was scripted here, produced and acted by campus talent. It is the type of show that could turn into a campus perennial, he offered in some version each year, and he taken on the road. It is dynamite.

Cabaret, an independent production directed by Jane Freundel, came out of the thin air of conversational fantasies in the dorm, where unthinkable dreams were dreamed about putting on a musical comedy with a large cast at a time of year when nobody has any time. It was (what else) a total success from the Master of Ceremonies to the chorus line of the Kit Kat Club. Another beautiful Levenson touch in the

curtain design. Some of the Lunchtime pro's were in evidence plus a whole raft of new talent. Jewett was jammed to the rafters for both *Cabaret* and *Jumping Off*.

Finally, *I am a Black Woman* (directed and choreographed by Danny Scarborough) is about to be offered. It is only safe to assume in this year of meteorites that it too will trail clouds of glory.

There were lots of highpoints in the year. Like Sally Bowles (Judy Adams) when Cliff walked out in *Cabaret*; like the Master of Ceremonies (Jeffrey Wayne Davies) with his Two Ladies (Nancy Gilberg and Tania Lingos); like Ann Borden Evans in the Marivaux last fall, Jane Serene and Mary Pierson in *Something Unspoken*, Mariye Inouye and Jim Butterfield in *The Bear*, and Nicholas Linfield playing two lead roles in the *Satie*, one in English and the other in French (the latter at five hours' notice on opening day!); and many others by these and other participants.

Part of the dynamic of this fabulous conglomerate has undoubtedly been the way personnel of different offerings interlocked in a singularly cooperative and lively way: Joan Friedman acting for Paul Barstow, directing and acting in Lunchtime Theater, and helping at *Jumping Off*. This overlap was characteristic of the contributions of Mary Pierson, Paul Barstow, Nicholas Linfield, Netta Davis, Ann Borden Evans, Jim Butterfield, and a number of other very gifted people. The dynamic of the year also derived from a supportive atmosphere, one of the elements of which was timely financial backing from Margo Lafferty's office.

It is good to savor a fine thing when it happens. So give your basic three cheers and one cheer more for a year which now draws to a close, and which has supplied vivid proof of the versatile, abundant, exuberant, and usually untapped talent on this campus. It serves as a reminder of how we have within our power the possibility of making this college with the human resources already at hand, one of the most exciting and creative spots in the country — and not just in the dramatic arts, but in a variety of fields.

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GOVERNMENT

Paula Penn stirs up Senate

by Mary Slakey '78

Speaking with Paula Penn was like trying to converse with a small whirlwind. I decided as she rattled off a list of the activities she is currently involved in: Philosophy Club, Philosophy Curriculum Committee, Political Science Steering Committee, chairperson of Ethos, a job in the Boston State House working for the Massachusetts Black Caucus, five courses and Senate. Hearing all this prompted me to ask why she had decided to run for college government president. "It was not that I thought others wouldn't do a good job," she said, "but just that I thought I could do a different kind of job." Penn went on to talk about her idea of the role of student government — "to create action," "people with incentive and innovation are needed. We must re-examine priorities."

One important priority is the budget. "In order to fund some organizations and projects, others have to be cut," Paula stated. "This year Wellesley didn't join the National Student Lobby because the registration fee of \$300 was too much." She feels that Wellesley must broaden its perspective to avoid moving back into the naphth of the 50's.

Her plans for next year include a leadership conference on-campus with delegates from the other Seven Sister schools. "The symposium at Mt. Holyoke was beneficial," she said. However, it did not include all Seven Sisters.

Wellesley is way ahead in many ways, according to Paula. Most schools do not allow students to attend Academic Council meetings — at Mt. Holyoke the students cannot present proposals, and at Swarthmore only the student body president may attend, but without the privilege of speaking freely. "Not many colleges have students on their Budget Committees," she added.

Penn feels that Wellesley has much more sense of community than other schools. "Even though we have Ethos and Mezcla, which are separate communities, they are involved in everything on campus, campus. We cannot have totally segmented sections." The willingness of students to work together was demonstrated in the formation of the Ad Hoc Committee to protest counseling and tenure decisions made in March. "We can work together if we have common goals," said Penn. "We must recognize our similarities as well as our differences."

Her own participation in the Ad Hoc Committee would be detrimental to her in the Student Government elections, Penn thought. But she felt strongly and continued her activities. "People are aware that I can be opinionated and dogmatic. A large percentage of the student body voted — people knew what they would vote for."

She is very concerned with the budget. "SOFC is a subcommittee of Senate. Their job is to cut illegal expenditures. It is the responsibility of Senate to ask where the money is going to." A big problem in Senate is that "many Senate reps do not take it seriously. The elections are often popularity contests."

Penn said that Wellesley was not her first choice, but when Yale told her that she was on the waiting list she decided that since three of her classmates were definitely accepted, she probably would not be. Now she is glad she came here. Wellesley has given her the "opportunity to benefit from her aggressiveness," which at Yale might have been stifled.

She is now working on a double major in Political Science and Philosophy. This summer, she will be a Washington Intern for Shirley Chisholm. Her plans after Wellesley are graduate school, perhaps Divinity School. "I've thought about law," she said "but

law is too academic — not intellectual enough. I don't want to nail myself down because it has a tendency to stifle my thinking."

Penn warns that she is not like Linny Little. "I'm not diplomatic or easy-going." It is difficult to deal with people pleasantly in conflict, but I try not to be obnoxious." She feels that the administration at Wellesley is generally encouraging and supportive. "The faculty have been helpful to me. They're doing a good job. Students can gain from interaction with faculty."

A.R.B. spells out possible changes In legislation for incomplete work

by Vicky Alin '77

Current practice concerning final examinations, final papers, and incomplete work is for the instructors to make arrangements while classes are in session. Extensions for the work can be granted, according to legislation, only by the class dean or college physician. Instructors have the privilege of accepting or refusing a non-medical excuse after the end of the semester.

Cases of late or missing work are brought before the Academic Review Board. The Board customarily establishes a formula (not spelled out in legislation)

which progressively lowers grades for unexcused late work, depending on the degree of lateness. The formula includes a date beyond which unexcused late work is assigned a grade of zero. These penalties only apply to grades for individual pieces of work. The instructor always calculates the final grade for the course.

With respect to work due during the semester, Academic Review Board proposes only two changes:

1) Elimination of references to the college physicians (they will continue to be available for consultation by instructor and student, but their intervention is no

longer specified).

2) The work completed by the last day of classes is treated in the same way as incomplete final work — that is, it must be considered by Academic Review Board, not the individual instructor, and is subject to procedures and penalties spelled out for late final work. There is no provision for extensions or excuses arranged in advance.

If a final examination is missed or a final paper is not submitted on time, the instructor reports "Incomplete" on the grade sheet and the student must notify her class dean within twenty-four hours after the end of the ex-

amination period.

If a student has an excuse for late or missing work (defined still as "serious illness or grave personal emergency") she must submit to the Academic Review Board a letter of explanation, with supporting documents (a letter from a physician, for example) within two weeks of the end of the examination period. The Board makes decisions about the adequacy of such explanations at its next records meetings (January, June). A student with a valid excuse receives no penalty on the excused work she has meanwhile completed or is completing.

For unexcused late work, Academic Review Board new legislation proposes a system of progressively lowered grades. The instructor applies the system of lowered grades to the missed work once it is handed in, computes the final grade for the course, and submits it to the Registrar, thus removing the "Incomplete" notation.

NEWS loses the money battle

by Babette Pettersen '78

On Monday, May 5th, Senate continued to discuss budgets. Sue Challenger emphasized that unless Senate kept the \$11,000 clear for next year, "there would be no room for creativity and spontaneity for organizations in the fall."

The major question raised at the meeting was whether to give News additional money to supplement the original \$11,700 grant. The number of pages in each issue, and the total number of issues planned for next year have already been cut. However, the \$11,700 will only cover an estimated minimum increase of 7% in printing costs, and an assumed constancy of ad revenues. The additional grant requested was one of \$1,450, raising the total grant from \$11,700 to \$13,150. The motion to grant News \$13,150 failed.

In order for extra money to be granted, there were three favorable alternatives. Either the old budget would have to be re-evaluated, or some of the \$11,000 set aside for next year would have to be used. The third alternative was to cut new organizations such as the underground legislation. This action was opposed, as it was

stated that "in a period with limited funds, if you are a new organization, there will be no room for growth and development."

As a result of this decision, WBS was granted \$5,400; *Legenda* was granted \$4,500 and the Archaeology Association received \$100.



"I'm not diplomatic or easy-going," warns Paula Penn, President of CG, "but I try to not be obnoxious."

photo by Teri Agins '75

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Guest editorial Budget cuts endanger NEWS

To the campus:
Last Monday night Senate upheld a SOFC recommendation to reduce the News budget for the fiscal year 1975-1976. This is a significant cut, both from News' request and from its present operating budget. A budget of \$11,700 will constitute a severe restriction on the publication of a student newspaper next year.

As an Editor Emerita of the Wellesley News, I fought the proposed cutbacks in the News budget. However, my task now, and the task of all of us who have a vested interest in the Wellesley News, is to determine if means by which we can function at all next year.

At present, even under the most optimistic assumptions about the national inflation rate and the state of affairs at our printers, News can only hope to publish the equivalent of three regular eight-page issues and eight six-page issues next semester. The normal schedule of publication is eleven regular eight-page issues for a thirteen week semester.

Advertisements will have to be compressed into six pages, leaving less room on each page for copy. The solutions available to the News staff are distressing. News can either drop two of its regular pages (Arts? Sports? Government?), or it can compress five pages of normal copy into three pages, rendering the quality of the paper to a much diminished level. News should not have to become an advertising sheet offering a mere index of on-campus activities.

Editorial

Senate shirks responsibilities

Senate's refusal to face issues has proven its ineffectiveness as a representative body of the students.

For four weeks Senate has been considering budgets for students organizations, which are funded by the \$50 student activity fee everyone pays at the beginning of each year.

SOFC makes recommendations to Senate for each organization's budget. Demands on money have increased enormously, so funds are tight. For this reason, SOFC has made an across-the-board recommendation that all budgets be cut by 5%.

When there isn't enough money to go around, of course budgets have to be cut. But are there no priorities? Is a 5% cut of all organizations justified?

Value judgments about each organization must be made. Is it fair to assume that interests do not change when the composition of the student body constantly changes? Every two years there is at least a 50% turnover of students.

Does a club serving a small portion of the student body have equal or more claim to funds than one that serves the entire campus? Does an established organization deserve as much or more than a new one?

The answers to these questions are not clear, but a decision — consistently applied — must be made. While Senate has not established formal criteria for priorities in the use of money, it

I regretfully make the following recommendations:

A.) That all organizations, faculty members and administrators wishing to place notices or announcements in the News be charged the regular ad rates of \$2 per column-inch. By limiting the News budget, News will be forced to limit the budgets of other organizations by charging them for the "boxes" which they find essential to publicize their special events. News can no longer afford to give away its valuable space — let the campus use *Index* or the *Sheet*.

B.) That in view of our precarious financial position, News refuse to publish the CG candidate's statements during the second semester unless the additional costs of the printing are borne by the Senate itself.

C.) That the News make it clear to student organizations, faculty members, and administrators, that coverage of their events will be sorely curtailed as the result of the SOFC budgeting decision and not because of a lack of concern or interest on the part of the News staff.

The Senate decision on Monday night only serves to decimate all of the innovations which News has initiated over the past three years. The ultimate effect of the decision, however, will be on the campus as a whole, which will be greeted next fall with a greatly reduced newspaper, or, perhaps, no paper at all.

by Florence Ann Davis '76
Editor Emerita
Wellesley News



Spring Weekend callers find Wellesley accommodations comfortable.

Schneider Announces:
The last Schneider events of the season!
Friday, May 9, Caffehouse
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Faculty Follies

To the guilty members of the faculty:

What is the sense in having a reading period at all if, after truncating it to only five days, you schedule classes during that time or assign problem sets, lab reports, reserve reading, etc.? I was under the (presumably) mistaken assumption that time had been set aside as preparation for exams; am I wrong in making so bold an assumption?

by Donna A. Drvaric '77

SPRING PROGRAM

Wednesday, May 7, Dr. Norton H. Nickerson, Professor of Biology at Tufts, will present a slide program on Ecology. Dr. Nickerson, President of the Massachusetts Association of Conservation Commissioners and a Trustee of the Cape Cod National Seashore, provides an excellent backdrop for the topic of Ecology and puts it all together for his audience in what has been fondly labeled a "Crash Course in Ecology." This two-hour program is oriented towards the high school-aged and older and will be held at 8:00 p.m. at the Hunnewell School with refreshments afterwards.

During the year 1975-1976, Forum would like to sponsor an active lecture series. We hope to bring in campus at least one speaker a month. However, like many campus organizations, our budget is very limited, and we need student assistance. Do you have friends, relatives, local politicians, or summer employers who might be of interest to students on the Wellesley campus, and who would be interested in speaking here? Keep Forum in mind this summer as you meet new people. Contact Margaret Ann Moran in Tower Ct. West, or write during the summer to 316 Baynton Street in Manchester, New Hampshire 03102. All suggestions welcome.

by Sandy Peddle '76
Editor-in-Chief

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Three Wellesley seniors seek 3 bedroom house or apartment for September occupancy. If you have such a domicile for rent, please call Nancy, 484-2101, anytime.

Board of Admission Conference

Wellesley's Board of Admission will hold a one-day conference at the Wellesley College Club for New England Alumnae Admission Representatives and guidance counselors. On May 14, alumnae admissions reps and guidance counselors whom they have selected from their respective areas will converge on the campus to participate in a series of panels and workshops designed to familiarize them with the admissions process at Wellesley.

During the morning, there will

be a faculty panel with Mary Allen of the biology department, Katherine Geflick of the Greek and Latin department, Alan Schechter of the political science department, and Hortense Spillers of the English and Black Studies departments, speaking on the topic "The Academic Program". A panel on "Student Life" will follow this, with student panelists Paula Penn '76, Margie Flavin '75, Stephanie Smith '75, and Ann Groton '76.

It is the intention of the Board of Admission to introduce

counselors directly to the faculty and students who populate Wellesley, and to demystify the procedures of considering admissions applications via workshops in reading students' folders as case studies in admissions. It will also give the professional staff of the admissions office an opportunity to meet with area counselors and alumnae.

The program has been arranged by Beth Chandler and Marilyn Kimball, both Assistant Directors of Admission at Wellesley.

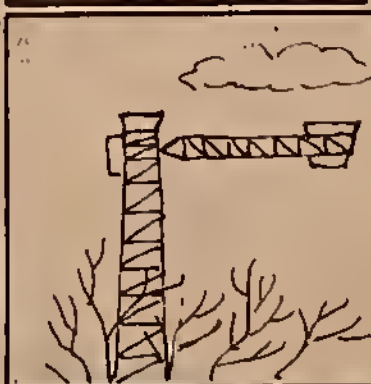
Forum cont'd.

(Continued from page 3)

one on which all members of the community may vent their opinions or feelings on any subject, and the subjects will frequently be commentary on Wellesley College. But the interest we all have in political and social issues should be expressed as well. Wellesley is overflowing with professors who have specialized knowledge in fields of vital importance to our lives; students whose extra-curricular activities take them beyond Wellesley's classrooms and into the realities of academic disciplines; ad-

ministrators and employees who live in communities other than our own. We invite their contributions and hope that they will allow us to occasionally peek "beyond the looking glass."

In the first semester of 1975-76, Extd. 218 History of Science I may be elected by juniors and seniors to fulfill the third unit of the Group C requirement. If there are questions, please direct them to Miss Webster in care of the Chemistry Department.



WBS Notice

WBS, Wellesley's greatest toy, wants to add members to its board of directors. To counter our staff of wide idealists, we seek voices of experience, reason and practicality. Interested? Call Melanie Ingalls (235-8530), Manana Freyre (235-9371) or Sue Fido for the spiel.

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Sports perspective:
Mary Young '76

Equality may Mean hassles

Everyone agrees that equality in women's athletics is a good thing, but few seem to realize that being equal to the men's system may mean getting the bad things as well as the good.

Already, developments in women's athletics point to intense pressure, competitiveness and rivalry in organized sports. High school sports are a prime example. The latest hoos for women in many states is the establishment of state championships in many team sports, in addition to the ever-present tennis and gymnastic competitions. That's basically a good idea. After all, why let the men get all the statewide glory?

But do women need the hassles that go along with these events? State championships nurture pressure as the competition gets better, and a few athletes will stand out. Then the press gets into the act, and suddenly super teams and super women athletes have evolved.

With the glory comes more pressure and responsibility to please crowds. Do women need to walk down the street and hear whispered, "There goes Jo Blow, the super jock!" any more than men do? Do women need the parents yelling and screaming at the coaches and referees over their kids any more than men do? I wonder if fathers yelling for daughters are any more vociferous than mothers yelling for sons.

And most of all, let us not forget the helpful boyfriend getting into the act to advise the budding woman athlete at a sport heretofore dominated by men. Do women need that, too?

These are the marginal, questionable aspects of sport, where the adrenalin of a high schooler flows a little more strongly than it should because there's too much riding on a game, above and beyond the excitement of a game alone; where not only the outcome of the game is reported, but how everyone likes the coach, how the players get along, and how they felt before, during and after the game.

It's sensational, this coverage of athletic bodies, because people love to read about other people and be amazed by it. But what does it do to the people involved?

As an athlete, I always had a hard time with the pressure of a league championship, much less a state championship. I was lucky. I never got competitive enough to wish my opponent would get hurt, for example. But, in tight games, I saw other people, both male and female, do illegal things to win. The higher the stakes, the more that sort of thing cropped up.

I've seen a good coach quit.

Recently, with the advent of state championships and the evolution of some super athletes in her league, she called it quits. After over a dozen years of coaching, this was too much. Some of her fellow coaches, on the other hand, have accepted these new facets of women's athletics and are right in there pushing hard for every win.

Though the financial backing for women's sports at high schools and other coeducational institutions is a reality, it's time to stop and think whether women need the problems that highly developed programs create. Fine competition can take place in invitational tournaments. As for the new breed of superbly capable women athletes that will result from these programs, it's a shame that one more group will perhaps lose perspective on sports as an activity within scholastics in general, and blow it out of proportion. That's not the kind of equality that's needed.

The pros don't help. The professional jock image is what many a high schooler strives for in vain, and for what good? Neither does the fact, passed on by a Wellesley woman looking at Radcliffe for its sports, that Radcliffe has begun to weigh more heavily the athletic qualifications of applicants for admission above other extracurriculars. How would you like getting into Radcliffe because you will win tennis matches against Princeton, rather than because you'll get a lot out of the place as a student? Do we women need these hassles faced by men, as a concomitant of equality?

Requirement stands; Up popular courses ...

by Mary Young '76

The Department of Physical Education has voted to continue the physical education requirement of eight units and will institute some curriculum changes next year, Ms. Linda Vaughan, department chairman, said Monday.

In an ongoing effort to react to student preferences polled on the department's fall questionnaire, the P.E. staff has examined the requirement, the curriculum and time offerings. Present efforts center around determining whether point values awarded for each activity are consistent throughout the instructional program.

Curriculum changes included offering more sections of highly popular activities by shifting course hours from other interest areas. Ms. Vaughan said. Crew, tennis and sailing were the most popular sports in the fall and spring, while interest was strongest

for squash, yoga, badminton, fencing and swimming in Season 2. Yoga and squash also scored high in Season 3, along with ballet and skiing.

Soccer will be offered on the recreational level by Sports Association next year, in another development. 70 people indicated an interest in it on the department questionnaire. If there is sufficient interest come fall, the department may offer a soccer class in the future.

In a much more difficult and philosophical vein, the P.E. staff is presently discussing how to equate point values for each class. After deciding how much proficiency, attendance or effort must be shown in a course for one unit of credit, the department may change the points awarded for certain activities. Credits for independent work and intercollegiate activities also may then be examined for consistency, Ms. Vaughan said.

... and register by mail

Freshmen and sophomores will register through the campus mail next year after upperclassmen have signed up by the present system, according to a new plan by the Department of Physical Education.

Upperclassmen will face a quota limit of 50% in each class in order to leave room for underclassmen in the more popular courses. Freshmen and sophomores will receive cards with room for two preferences before classes begin in the fall. Faculty members in the P.E. department will then fill classes with the cards on a first-come,

first-served basis.

The second step in the procedure calls for mandatory attendance at the first class on Monday, part of the present system. Those who failed to get into a class via the mail may therefore register late Monday to fill those first-day vacancies.

The department hopes to handle as much as 80% of the more than 1000 who sign up for P.E. in the fall by this method, designed to limit lines. Eventually, the system may be coordinated with an all-college registration for academic courses done by computer.



Sarah Mason '76 and Mary Lindert '78 warm up for a round of golf in phys. ed class.
photo by Sasha Norkin '75

Stickwomen win, lose

by Patricia Ido '78

The Wellesley College lacrosse team last week lost the first time this year to a strong Radcliffe team here, 10-4.

Radcliffe took a 4-1 lead in the first half. In the beginning of the second half, Wellesley attempted a comeback, with two quick goals by Louisa Green '77, and one by Babette Petersen '78. However, the Cliffies proved to be the better team.

The Wellesley team fared better the week before against Jackson College (Tufts University) and Mt. Holyoke.

Wellesley tied Jackson 6-6 here in an exciting and rough game. Jackson started out ahead, leading by two goals at the half.

With four minutes left in the game, the two teams were even with four goals apiece. With each Jackson point scored, Wellesley countered with one. The last goal of the game, made by Wellesley, came in the last thirty seconds of the game.

Louisa Green, second home, was high scorer for Wellesley. A big cheering section for the home team also helped the players in the total team effort.

Coming back from the tough Jackson game, Wellesley soundly defeated Mt. Holyoke, 8-2, the next day.

Although Holyoke made the

first goal of the game, Wellesley responded overwhelmingly. Louisa Green was once again the leading scorer with four goals. Debbie Allen '77, and Holly Vaughan '78, added two goals each.

The defense, including cover point, point, third man, and defense wings, and goalie Jean Jones '77, all played excellently.

'77 crew on top

A durable sophomore crew edged a surprising junior eight by a matter of feet Friday afternoon in a thrilling race to capture the Class Crew title. The winner posted a fine time of 1:59.0 over the 500-meter course on the lake despite a light rainfall in chilly air.

The juniors, defending a title time of about 1:56, won last year by a different crew, finished in 1:59.3. Almost as surprising was the senior boat, with a time of 2:01.5, besting a highly-touted freshman crew's 2:05.0.

Coxswain for the winners was Sue Trout, while Cathy Watt was the stroke. The other positions were: bow, Martha Rounds; two, Nanny Dunlap; three, Jean Thompson; four, Lucy Hinkley; five, Kate Farnsworth; six, Mary Ellen Pauli; and seven, Donna Drvaric.



Lake swimming begins Saturday and will continue through Sunday, June 1, weather permitting. Hours are 1:00 to 5:00 p.m.
photo by Sasha Norkin '75

WELLESLEY COLLEGE Department of Physical Education LAKE SWIMMING NOTICE

Lake swimming will be held daily from Saturday May 10, through Sunday, June 1, weather permitting. Hours - 1:00 to 5:00 p.m.

The decision as to whether to hold lake swimming will be made each day at noon. On days when lake swimming is cancelled, the pool will be open from 4:00-5:45 Monday through Friday, 2:00-4:00 Saturday and 2:30-5:45 Sunday. No Tuesday or Friday NIGHT swims will be held after May 10. Call College Operator for details.

To facilitate adequate supervision, the beach and swimming area will be open ONLY to the College Community. No townspeople will be allowed. EACH STUDENT MAY BRING ONE GUEST ONLY, AND ONLY STUDENTS MAY HAVE GUESTS. Each guest must be accompanied by the student hostess. All members of the College community must bring an I.D. or show identification in order to be admitted into the beach area.

Miskell sail champ

by Barbara Cray '76

Warm, sunny weather brought out Wellesley sailors to compete in the annual Ben Lombard Trophy Regatta last Saturday. Eight boats sailed in three races in light to moderate, but shift winds to determine the top sailors on campus.

The event was won by skipper Kim Miskell '77 and her crew Carol Finn '78. Second place went to Molly Butler '77 and Daria Becker '78, and Jane Koenitzer '78 and Peggy Biggs '76 took third.

High hopes for last intercollegiate crew race

The grand finale for the intercollegiate crew team takes place this Sunday at Lake Besik in Middletown, Conn., at the Eastern Sprints, where the region's best will race. Coach Mayrene Earle plans to borrow an eight for her lightweights and tote Wellesley's four to Connecticut for her heavyweights.

There's guarded optimism in the air for the dedicated bunch, who've been collaborating with Health Services on diets to control their weight. The lightweight shell can contain no one over 135

pounds and must average 130 pounds.

"I think we're going to do very well," said Ms. Earle, who no doubt remembers the fine showing by three fours against Radcliffe recently, a definite morale booster for all. The competition, however, will definitely be stiff on Sunday.

Rowing in their last race for Wellesley will be Betsy Holton in

the four and lightweights Mary Lou Welby, Pam Owensby, Libby Brooks, and Jean Curran. Juniors Barb Alexander and Peggy O'Neal and sophomore Melanie Ingalls fill out the heavyweight four, while A.L. Johnston '76, Nell Mansor '77, Helen Freeman '78 and Karen Nouck '78 comprise the lightweight eight.



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